

## **BAMBERG 2 SCHOOL DISTRICT**

P. O. Box 345  
Denmark, South Carolina 29042

**GRADES** PK-12

**ENROLLMENT** 1,039 Students

**SUPERINTENDENT** Watson N. Cleckley, Ed.D. 803-793-3346

**BOARD CHAIR** Mrs. Blossom Thompson 803-793-5690

**FISCAL AUTHORITY** District Board/Referendum

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL DISTRICT REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**UNSATISFACTORY**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	6	1

#### **IMPROVEMENT RATING:**

**EXCELLENT**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This district met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Excellent	No

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

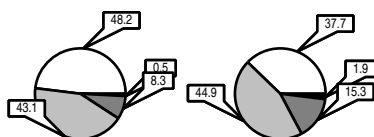
## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

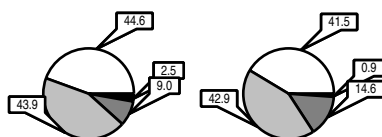
77.9%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our District



Districts with Students like Ours







Mathematics

English/Language Arts

Mathematics

English/Language Arts

## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	72.5	N/A	N/A	59.5	N/A	N/A
Passed 1 subtest	18.8	N/A	N/A	20.1	N/A	N/A
Passed no subtests	8.8	N/A	N/A	20.4	N/A	N/A

## ELIGIBILITY FOR LIFE SCHOLARSHIP\*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.4	3.0
Seniors who met the SAT/ACT requirement	2.4	3.0
Seniors who met the grade point average	36.6	30.5

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	465	96.3	37.7	45.1	15.3	1.9	17.1
Gender							
Male	239	95.0	47.2	39.4	11.9	1.4	13.3
Female	226	97.8	28.0	50.9	18.7	2.3	21.0
Racial/Ethnic Group							
White	12	83.3	44.4	44.4	11.1	0.0	11.1
African-American	448	96.7	37.6	45.0	15.6	1.9	17.5
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	381	97.1	31.5	48.7	17.5	2.3	19.7
Disabled	84	92.9	66.2	28.6	5.2	0.0	5.2
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	464	96.3	37.8	45.0	15.3	1.9	17.2
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	463	96.5	37.6	45.2	15.3	1.9	17.2
Socio-Economic Status							
Subsidized meals	437	96.1	38.5	45.9	13.8	1.7	15.6
Full-pay meals	28	100.0	25.9	33.3	37.0	3.7	40.7
Mathematics							
All Students	465	97.2	48.2	43.1	8.3	0.5	8.8
Gender							
Male	239	95.8	53.9	39.7	5.5	0.9	6.4
Female	226	98.7	42.3	46.5	11.2	0.0	11.2
Racial/Ethnic Group							
White	12	91.7	55.6	33.3	11.1	0.0	11.1
African-American	448	97.3	48.3	42.9	8.3	0.5	8.8
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	381	97.9	44.8	44.8	9.8	0.6	10.4
Disabled	84	94.1	63.6	35.1	1.3	0.0	1.3
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	464	97.2	48.3	43.0	8.3	0.5	8.8
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	463	97.2	47.9	43.3	8.3	0.5	8.8
Socio-Economic Status							
Subsidized meals	437	97.0	49.4	42.5	7.6	0.5	8.1
Full-pay meals	28	100.0	29.6	51.9	18.5	0.0	18.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	82	96.3	48.6	35.1	16.2	N/A	16.2
	Grade 4	77	98.7	40.3	47.8	11.9	N/A	11.9
	Grade 5	81	97.5	54.1	40.5	5.4	N/A	5.4
	Grade 6	82	95.1	51.4	34.7	12.5	1.4	13.9
	Grade 7	73	90.4	38.7	43.5	14.5	3.2	17.7
	Grade 8	81	100.0	25.0	62.5	12.5	N/A	12.5
<b>2004</b>	Grade 3	89	96.6	43.5	35.3	20.0	1.2	21.2
	Grade 4	82	98.8	45.7	40.7	13.6	N/A	13.6
	Grade 5	75	94.7	32.4	53.5	11.3	2.8	14.1
	Grade 6	76	97.4	38.4	45.2	12.3	4.1	16.4
	Grade 7	75	92.0	26.9	56.7	14.9	1.5	16.4
	Grade 8	69	98.5	37.9	47.0	13.6	1.5	15.2

<b>Mathematics</b>								
<b>2003</b>	Grade 3	82	98.8	50.0	47.4	2.6	N/A	2.6
	Grade 4	77	100.0	32.4	57.4	8.8	1.5	10.3
	Grade 5	81	97.5	51.4	39.2	8.1	1.4	9.5
	Grade 6	82	97.6	54.8	38.4	5.5	1.4	6.8
	Grade 7	73	97.3	61.2	25.4	11.9	1.5	13.4
	Grade 8	81	100.0	59.7	37.5	2.8	N/A	2.8
<b>2004</b>	Grade 3	89	98.9	41.4	51.7	6.9	N/A	6.9
	Grade 4	82	98.8	60.5	35.8	3.7	N/A	3.7
	Grade 5	75	94.7	32.4	53.5	14.1	N/A	14.1
	Grade 6	76	97.4	41.1	42.5	15.1	1.4	16.4
	Grade 7	75	94.7	55.9	39.7	4.4	N/A	4.4
	Grade 8	69	98.5	56.1	39.4	3.0	1.5	4.5

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	88	92.0	11.3	41.3	40.0	7.5	47.5
Gender							
Male	39	89.7	14.3	51.4	31.4	2.9	34.3
Female	49	93.9	8.9	33.3	46.7	11.1	57.8
Racial/Ethnic Group							
White	1	I/S	I/S	I/S	I/S	I/S	I/S
African-American	85	91.8	11.7	40.3	41.6	6.5	48.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	81	95.1	9.2	42.1	42.1	6.6	48.7
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	87	92.0	11.4	41.8	16.5	6.3	46.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	88	92.0	11.3	41.3	40.0	7.5	47.5
Socio-Economic Status							
Subsidized meals	71	94.4	13.6	40.9	37.9	7.6	45.5
Full-pay meals	17	82.4	N/A	42.9	50.0	7.1	57.1

Mathematics							
All Students	88	92.0	23.8	48.8	17.5	10.0	27.5
Gender							
Male	39	89.7	25.7	51.4	14.3	8.6	22.9
Female	49	93.9	22.2	46.7	20.0	11.1	31.1
Racial/Ethnic Group							
White	1	I/S	I/S	I/S	I/S	I/S	I/S
African-American	85	91.8	23.4	49.4	16.9	10.4	27.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	81	95.1	21.1	51.3	18.4	9.2	27.6
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	87	92.0	24.1	49.4	16.5	10.1	26.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	88	92.0	23.8	48.8	17.5	10.0	27.5
Socio-Economic Status							
Subsidized meals	71	94.4	25.8	48.5	18.2	7.6	25.8
Full-pay meals	17	82.4	14.3	50.0	14.3	21.4	35.7

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	42	83.3%	41	2.4%	62	48.4%	N/A
<b>Gender</b>							
Male	16	81.3%	15	6.7%	25	36.0%	
Female	26	84.6%	26	0.0%	37	56.8%	
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	0	N/A	N/A	N/A	
African American	42	83.3%	41	2.4%	62	48.4%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	1	I/S	37	2.7%	59	50.8%	
Disabilities other than speech	41	82.9%	4	I/S	3	I/S	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	41	82.9%	41	2.4%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	42	83.3%	41	2.4%	62	48.4%	
<b>Socio-Economic Status</b>							
Subsidized meals	39	84.6%	37	0.0%	56	44.6%	
Full-pay meals	3	I/S	4	I/S	6	83.3%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	83.3%	86.1%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	62	140
Number of Diplomas	30	105
Rate	48.4%	73.8%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	408	478	444	488	852	966
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	13.0	14.7	14.9	15.5	14.6	15.4	14.9	16.4	14.5	15.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,039)				
First graders who attended full-day kindergarten	100.0%	N/C	98.7%	97.2%
Retention rate	6.3%	Down from 10.5%	7.4%	5.3%
Attendance rate	98.7%	Up from 94.8%	96.5%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%		7.7%	5.1%
Eligible for gifted and talented	7.6%	Up from 6.8%	4.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 8.3%	10.9%	10.9%
Older than usual for grade	8.2%	Down from 10.2%	8.5%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 2.9%	1.7%	1.1%
Enrolled in AP/IB programs	60.5%	Up from 48.5%	5.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	35	Up from 24	51	157
Completions in adult education GED or diploma programs	2	Down from 7	10	39
Annual dropout rate	3.4%	Down from 4.2%	2.5%	2.9%
Teachers (n= 84)				
Teachers with advanced degrees	35.7%	Up from 32.6%	38.7%	50.0%
Continuing contract teachers	79.8%	Up from 68.4%	75.6%	84.6%
Highly qualified teachers**	82.4%	N/A	91.1%	92.5%
Teachers with emergency or provisional certificates	26.3%		15.6%	4.4%
Teachers returning from previous year	81.4%	Up from 75.2%	82.6%	89.9%
Teacher attendance rate	94.3%	N/R	94.5%	94.7%
Average teacher salary	\$37,459	Up 5.7%	\$37,770	\$40,566
Vacancies for more than nine weeks	2.4%	N/C	2.5%	0.3%
Prof. development days/teacher	6.9 days	Down from 10.2 days	12.0 days	12.0 days
District				
Superintendent's years at district	1.0	Down from 2.0	3.5	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.1 to 1	19.4 to 1	21.0 to 1
Prime instructional time	89.4%	N/R	88.0%	89.5%
Dollars spent per pupil*	\$10,175	Down 2.1%	\$8,551	\$7,217
Percent of expenditures for teacher salaries*	44.8%	Down from 46.6%	49.2%	55.6%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
Parents attending conferences	89.8%	Up from 77.1%	94.1%	97.3%
Number of schools	3	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	18.1%	Down from 18.5%	10.2%	4.3%
Average age in years of school facilities	28	Up from 27	29	26
Number of schools with SACS accreditation	0	Down from 1	3	8
Average administrator salary	\$64,424		\$64,640	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	82.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	5 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/Referendum
<b>Average Number of Hours of Training Annually</b>	58.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

As the educational leader of Denmark-Olar School District Two for the 2003-2004 school year, I have had many rewarding and vicarious experiences. I would like to thank the staff of this district for positively impacting the lives of our students. We are facing a time when what we do will count more than ever. The demands for accountability, coupled with severe budget cuts and unfunded mandates, call for leadership at all levels. It was my objective this school year to begin to convene, to create collaboration, and to create an environment where children want to learn and adults want to work. We have done this by improving technology to make it easy to informally assess and report on student learning outcomes on-line on a regular basis rather than waiting for the next high stakes assessment outcomes. We have allotted more time for teachers to prepare and deliver quality instruction. It is my belief not to ask anyone to do anything unless I am providing four things ..... the time, the professional development, the resources, and the infrastructure of support. I believe very much that accountability has to start at the top.

As you review this report card, think of it as a beginning. If we are going to sustain these efforts and really move student achievement for all children it is going to be much harder work than we have done so far. You have to go deeper and be more intense, not only to get there, but to stay there. It is a challenge for all of us. How are we going to do this? I understand that power is not about how much control I have over you, but rather it is a collective synergy, and that my role as superintendent provides me the opportunity to serve and support you working toward a common goal. It is this way that by 2010 our student achievement will be ranked in the top half of the state. To achieve this goal, we must become one of the fastest improving systems in the state.